SCHOOL AND SOCIETY

I. L. KANDEL
Editor

STANLEY LEHRER
Managing Editor

VOLUME 77 SATURDAY, MAY 9, 1953 NUMBER 2003

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GREAT BRITAIN'S "OTHER" UNIVERSITIES

By
RAYMOND WALTERS
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MANY of the host of Americans—especially educators—who sail or fly to Great Britain each year make pilgrimages to the great universities on the banks of the rivers Isis and Cam: Oxford and Cambridge. Because they know about American Rhodes Scholars, they are likely to go to Oxford first. There they rejoice in the greenest of green-turfed quadrangles and the charm of gray stone buildings and towers that retain their medieval enchantment. Later, at Cambridge visiting Americans thrill to the architectural marvels of King's College Chapel and the loveliness of the placid little Cam and the Backs of the colleges near St. John's "bridge of sighs."

At these ancient universities they hear about responsions, Honours schools, triposes, tutors and dons, and the whole academic life in which, as Sir Arthur Quiller-Couch used to say, Oxford and Cambridge, while playing at differences, are so "amazingly alike."

American visitors, returning to the United States, are prone to think that they have looked upon typical British higher education. They have, indeed, looked upon what—in respect to tradition and cultural charm—is the best of it. But Oxford and Cambridge are not representative of the United Kingdom as a whole.

Great Britain has other—and differing—universities. These others may be classified in three groups: the universities of Scotland; the modern or civic universities of England; and miscellaneous colleges—teacher-education and technical—which prepare students for varied fields but have no power to grant degrees.

As to comparative numbers, Oxford and Cambridge together have about 15,000 full-time students, a total less than one fifth of the 70,000 aggregate of the other

Published weekly by THE SOCIETY FOR THE ADVANCEMENT OF EDUCATION, INC., at Business Press, Inc., 10 McGovern Ave., Lancaster, Pa.
Back Copies: Up to six months, 30 cents; over 6 months, 50 cents; up to 5 years, 75 cents.
Editorial and Business Offices: 15 Amsterdam Avenue, New York 23, N. Y. $7.00 a year; 20¢ a copy.
Microfilms: University Microfilms, 313 North 1st St., Ann Arbor, Mich.
Entered as second-class matter August 14, 1923, at the Post Office at Lancaster, Pa., U. S. A., under the Act of March 3, 1879.

universities and university schools. Larger than Oxford and Cambridge together is the University of London, whose total for its 36 colleges and institutes considerably exceeds 18,000 full-time students. Additional universities and university colleges throughout England have more than 29,000 full-time students; those in Wales, 5,000; those in Scotland, approximately 16,000.

As to organization and methods, there are basic differences between these other British universities and the "amazingly alike" procedures of Oxford and Cambridge.

The Oxford and Cambridge type of organization is a federation in which a score or more of colleges are members of the university, but each college is separately incorporated and endowed and each is independent in its administration and instruction. Except for the University of London, which has uniquely federated units, the other British universities have faculties somewhat autonomous but much more definitely related in finances and administration to the university as a whole.

At Oxford and Cambridge the undergraduates of each college, "live a common life largely, though not entirely, within the walls of one building." Residence halls or hostels are meagerly provided at the other British universities, but their need is beginning to be increasingly recognized.

In respect to instructional methods, the heart of the Oxford-Cambridge system lies in individual tuition of undergraduates by fellows or tutors of the colleges. There is no such basic system elsewhere, although professors and lecturers at the other British universities frequently have direct personal contact with their students, and tutorial groups are also organized.

As to educational purpose, the quest of knowledge for its own sake obtains widely in Great Britain as the true mark of a university. Oxford and Cambridge seek such attainment by centralizing the student's effort through specialization in Honours schools (the former pass courses have been considerably curtailed); whereas the Scottish universities place specialization second to obtaining cultural breadth as do, in general, the modern or civic universities of England. Greater practicality is the training objective of the British technical and teacher-education colleges.

A livelier appreciation of such abstract statements may be afforded by human examples:

At Oxford or Cambridge John Doe comes up, at the age of 18 or 19, from one of the famous public schools such as Winchester or Rugby or from a city high school such as those of Manchester or Birmingham. John is accepted to read for Honours at one of the colleges, often not his first choice. He is at once assigned by his college to a tutor. He becomes a resident of the college, sharing fellowship with other youths in the college dining hall, in student societies, and on the playing field. At Oxford he attends lectures by university professors or does not attend, as he pleases. At Cambridge he is held more accountable for attendance. In his room and in the college library, he concentrates on the limited field of his Honours school, guided every week or so by his tutor who criticizes a paper he has written. This goes on for three years. Everything—or nearly everything—depends upon his performance in his final examination at the end of the third year. Does John receive First-, or Second-, or Third-Class Honours, or does he slip through with a Pass?

In Scotland Angus Doe, rugged Scot, proceeds at the age of 17 or 18 from the high school of his city or town to one of the four historic universities: St. Andrews, Edinburgh, Glasgow, and Aberdeen. There, living at home or in a residence hall or hostel, he pursues an arts course which requires three years for the first degree of Scotland, which is not bachelor of arts but Master of Arts. His arts program follows the Scottish doctrine of cultural breadth rather than specialization. It consists of five or six subjects which Angus studies, as the official ordinance states, "by attendance or qualifying courses therein." A qualifying course calls for "not less than 75 meetings of the full class on separate days," with additional meetings for supplementary instruction. If Angus Doe, Scot, wishes an Honours degree, he takes fewer courses; at St. Andrews and Edinburgh a fourth year is required for Honours.

As to buildings and surroundings of the Scottish universities, St. Andrews, which began in the early 15th century, always impresses American visitors not only because it is the oldest but because it is the loveliest. Against a background of gray buildings they see the flowing scarlet gowns of undergraduates—young women as well as men—hurrying to lecture rooms and laboratories across quadrangles whose rich green rivals that of the world-famous St. Andrews golf courses nearby along the North Sea.

Second in pleasing aspect is Scotland's second university in time of founding—Glasgow, which possesses old and new buildings and quadrangles of impressive magnitude—followed by Edinburgh, with its delightful city background, and Aberdeen, which has its own interest.

"Civic universities" is the term now applied to what were earlier called provincial universities—the admirable institutions which flourish in the larger cities of England: Birmingham University (3,300 full-time students); Bristol University (2,500); Leeds University (3,200); Liverpool University

(3,300); Manchester University (4,300); Nottingham University (2,100); Reading University (1,020); Sheffield University (2,020); and others.

A decade ago the then anonymous author[1] of a book entitled "Red Brick University" described certain of the university buildings, which were erected during the late Victorian and Edwardian epochs, as "a dismal and depressing gray or a hideously cheerful red brick . . . [with] passages which led up interminable staircases to corridor upon corridor out of which opened lecture rooms, all of precisely similar pattern."

Actually, university conditions in the large English cities have markedly improved during the past decade. Americans who visit these cities will find it rewarding to take time to see their civic universities. They will indeed see some outmoded buildings, but they will also see new structures comparable with those of American universities. Very pleasing, for example, are the spacious campus and the fine semicircular design of the University of Birmingham; the new libraries at Liverpool and Leeds; the attractive natural location of the young University of Nottingham; and, in Great Britain's metropolis and capital, the magnificent Portland-stone Senate House of the University of London which looms high in the city's skyline.

The civic universities of Great Britain attract students from areas beyond their cities, including some from overseas, especially to pursue studies in law, medicine, and engineering. A large proportion of students, however, are local young men and women, a number of whom are taking the arts course. This arts program, like that of the Scottish universities, requires regular attendance at scheduled lectures and at laboratory sessions.

James Doe and Mary Smith, who live at home and take buses or trains to and from the university, mingle in societies and clubs of all sorts, thus meeting out-of-city students who reside in hostels or local lodgings. Civic university students are industrious young persons with a purpose. They want to get ahead in the world. They go to their local university to obtain a degree which, in the Great Britain of today, counts more than ever toward professional advancement.

It should be noted that, in the civic and all other universities of Great Britain, the courses of instruction for the first degree in arts and in science ordinarily take three years, as compared with four years in American universities and colleges. The explanation is that American freshman subjects and, in some instances, sophomore subjects are covered in British public schools and secondary schools. British faculties in medicine and in law admit secondary-school graduates upon the same basis as in arts and sciences, whereas the medical schools and law schools of American universities require for admission three years or more of college work.

Our third category of "other" institutions of higher education in Great Britain embraces diverse colleges. There are the "university colleges": Hull, Exeter, Leicester, and North Staffordshire, which may be said to be universities in the making. Then there are the independent colleges in technology, education, and other fields which the British consider "vocational." They have capable staffs and good students. They are teaching institutions, awarding diplomas upon examination, but having no degree-granting powers. To obtain degrees, James Does and Mary Smiths in this category take external university examinations, many of them the University of London examinations.

The University of London is unique in Great Britain—a powerful and distinctive force in higher education. It is a federation of 36 educational bodies, each operating independently, yet under one main organization which includes the academic Senate and the administrative and financial Senate House. Within this university federation are 12 medical schools, University College and King's College, Holloway and Bedford Colleges for Women, Imperial College, and the famous London School of Economics.

It is noteworthy that support of British higher education now comes largely from public funds. For Great Britain as a whole the University Grants Committee reports that the government is appropriating to universities and university colleges nearly 20 million pounds for current needs, plus capital grants, or more than twice the income which these institutions receive from other sources. Three out of every four students at British universities, including Oxford and Cambridge, are what is termed "assisted students." This means that, by success in competitive examinations and by satisfying the financial "means tests," they have won scholarships from public funds, providing wholly or in part for payment of their university fees and other expenses. British full-time students do not work at part-time jobs as do their American counterparts employed as waiters, clerks, etc., in university dining halls and offices. It should be added that, for young persons and adults working throughout the day, British universities and university colleges offer evening courses in varied fields of liberal and technical training, as well as extramural courses.

Do public-fund grants on the present large scale endanger the freedom of the universities? The answer given by university officials is that thus far they have

[1] Now known to have been the late E. Allison Peers of the University of Liverpool.

not had that effect. Thus far Parliament has followed the recommendations of the Chancellor of the Exchequer on the advice of the highly esteemed University Grants Committee which confers with university officials. These officials pin their faith for the future on the traditional British respect for academic standards. But some of them are a bit apprehensive that Parliament, which pays the piper, may some day call the tune.

What about present British resources in respect to technological education? In their way they are good. At Cambridge excellent engineering courses are taken by some 750 students; Glasgow has 738 engineering; Birmingham, 725; and Edinburgh, 281. Imperial College, London, which is within the University of London, has "some 1,650 full-time students." In all of the universities emphasis is placed on scientific and engineering theory.

More practical is the training given in the technical colleges of Great Britain. Oldest of these is the Royal Technical College of Glasgow, which is affiliated with Glasgow University and has 1,100 full-time students. Among other larger technical colleges are the Manchester College of Technology, part of which constitutes the Faculty of Technology of Manchester University, 800 students; King's College, Newcastle-on-Tyne of Durham University, 724 students; and also Heriot-Watt College, Edinburgh, and Birmingham Municipal College of Technology.

Giving credit to present institutions, British leaders have been declaring that the nation needs additional staffs and facilities to train at both advanced and practical levels many more than the present number of 5,000 to 10,000 technology students. Britons are aware that "the world's first great industrial producer" has fallen behind in a measure that, as Austen H. Albu, M. P., has said, "spells disaster for our economic future. . . . We urgently need to raise the numbers of those receiving scientific education, both at school and at university and technical colleges."

Certain leaders, familiar with technological education in the United States, have advocated establishment and support by the government of one or several institutes of advanced university character. They have cited two American examples: the Massachusetts Institute of Technology and the California Institute of Technology. Following long discussion (editorially described as "fierce controversy"), the government recently established the first British technological university by authorizing expansion of the Imperial College of Science and Technology which has been a college of the University of London since 1908. The official announcement said that "there are now some 1,650 full-time students at the college, and the aim will be to raise the number to 3,000 during the academic quinquennium, 1957–62." Thus Great Britain is making a significant addition to its list of "other" universities.

Shorter Papers . . .

DEFECTS OF ACCELERATION

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Bates College, Lewiston, Maine

ON the eve of last Christmas vacation a prominent Maine newspaper pointed out in an editorial, entitled "School Time Wasted," that education is "a leisurely process [out of] step with the tempo of the times." After observing that two years between the eighth grade and the college degree were "lost through vacations" and commenting about the impact of the draft upon today's youth, the editor concluded:

> If high school and college operated on a[n] 11-month schedule, a year in secondary and another in higher institution[s] could be lopped off.
>
> Is there any good reason why students and faculties should have a two months or more summer vacation?
>
> It's pleasant, of course, but hardly efficient.[1]

There is no way of knowing, of course, how widespread such a feeling may be, but there are many other demands for accelerating our school programs.

With military training hanging over the heads of our youth, these demands should not be taken lightly. The University of Chicago has long encouraged the rapid advancement of quick learners and is currently engaged, along with Yale, Columbia, and Wisconsin, in an experiment to give sixteen-year-olds two years of liberal-arts education prior to their entrance into the armed forces.[2] Pacific University (Forest Grove, Ore.), and the University of Oregon, to name a few, are enrolling high-school juniors, while New York University, Amherst, Kenyon, the University of Pittsburgh, and others have recently made it possible for college students to complete their work in three years.[3] The publication of the results of another study, "General Education in School and College," suggests acceleration through elimination of overlapping high-school- and college-course content.[4]

Nobody denies the necessity for efficiency in edu-

[1] *Lewiston Evening Journal*, December 19, 1952.

[2] *Higher Education*, VIII (September 1, 1951), 6. The Ford Foundation is sponsoring this experiment.

[3] *Ibid.*, VII (March 1, 1951), 155; *ibid.*, VII (March 15, 1951), 165.

[4] *New York Times*, January 25, 1953.

cation, and there is no point in insisting upon eight years of schooling for the sake of tradition. Wherever modern methods and materials can be adopted to cut corners intelligently, we should certainly do so. But we may recall that wartime experience convinced educators at several prominent Eastern institutions that the 45-week year was unsatisfactory for both students and faculty.[5] Before accepting acceleration on authority or rushing into an accelerated program, perhaps we should ask ourselves a further question: "Do we need to reconsider the importance of vacations?" After all, acceleration may sacrifice enduring values for what may appear to be efficiency. But there are many geographic, economic, social, and political factors in the equation which cannot be overlooked. Our thinking on this topic should, therefore, be oriented around the two vital poles of the educational adventure—the student and the teacher.

By nature learning is a slow process. It may be admitted that students at both the secondary and college levels do not always work as effectively as they might, either because they are unfamiliar with good methods or because they are unwilling to use them. Our rapid-moving culture also provides dozens of diversions such as football games, club meetings, movies, television shows, and radio programs. Dating is also a time-consuming endeavor. But boys and girls are growing organisms with needs running beyond the intellectual and interests transcending the activity of the classroom. Teachers simply cannot feed an "X" amount of knowledge into a human being and expect it to react like a Mark IV calculating machine. If we are to develop citizens who have wisdom as well as knowledge, we must enhance rather than inhibit the maturing process. We must encourage talent, but before accelerating any student too rapidly, should we not ask, "What are his total potentialities?"

At the practical level we are confronted with mounting educational costs. How can students help their parents meet expenses without extended vacations? Many students, for example, earn between $100 and $200 working in post offices across the land during the Christmas rush. And it is a lackadaisical youth, indeed, who cannot earn a substantial portion of his wardrobe bill or tuition during the summer vacation. A large segment of our society would have been deprived of a college education without this form of financial support. Furthermore, appreciation of one's education is often found in direct proportion to the effort spent in acquiring it. Certainly the man or woman who works for his education develops a sense of self-reliance as well as a better understanding of the value of the dollar. The rags-to-riches tradition in American life has fed upon these facts.

We might also remind ourselves that long holidays have also offered students an opportunity to gain experience which has determined the main course of their lives, both vocationally and avocationally. Hundreds of thousands of teachers and preachers, for example, served their apprenticeship during the midwinter vacations of yore. Many students of all ages have gained insights into industry, agriculture, or merchandising while employed in the nation's factories, fields, and stores. Thousands more have come to appreciate the magnitude of the American continent and the problems of foreign nations through summer travel. These facts cannot be underestimated, for a youth often finds himself when he consciously relates his school-garnered facts and theories to the experience of the everyday world. At the same time the change-of-pace or change-of-scenery effects of a vacation as basic therapy ought not to be overlooked.

Finally, vacations have given considerable nourishment to family life in our history. Is there any better time than holiday traveling or camping to effect a real family reunion or perhaps increase one's awareness of the value of human relationships?

Many of these arguments also apply to the teacher, but there are a few unique aspects to being "on the other side of the desk." Teaching (and for that matter the entire educational endeavor) cannot be measured exclusively in business-world terms. Teaching is a profession, and the professional should not watch the time clock. High-school instructors may spend 25 to 30 hours a week in the classroom, and college professors would probably average 12, but they must devote great amounts of time outside their scheduled periods to grading papers, counseling individual students, chaperoning dozens of social events, coaching athletic and debating teams, producing plays, and so on. There is virtually no limit, except physical energy and the 24-hour day, to the amount of attention which the good teacher may give his students.

Thus the faculty member, too, looks forward to vacations as opportunities for recuperation, for catching up on personal correspondence or "chores." He may even want to read a book for a change! If he feels that the world is passing him by, he may retire to his study to contemplate and see it in better perspective. Perhaps it is this combination of "withdrawal and return" which refreshes his attitude toward both students and colleagues.[6]

There is, of course, the brute fact that the vacation often affords the teacher an opportunity to supple-

[5] SCHOOL AND SOCIETY, LXXIII (February 24, 1951), 124. The institutions: Brown, Columbia, Harvard, M.I.T., Princeton, and Tufts.

[6] See A. J. Toynbee, "A Study of History," D. C. Somervell abridgment (New York, 1947), pp. 217ff.

ment his income so that he may maintain the social standing the community expects him to hold. His summer earnings may produce a down payment for a house, his own children's tuition, or the books he should read to keep abreast of his field. One also wonders who would operate the nation's summer camps, for younger children at least, if teachers had to work around the calendar.

Another stubborn fact confronts us. Teachers must hold advanced degrees, if they expect to rise in the educational hierarchy. Thousands of teachers begin their life work long before they are properly prepared simply because they cannot finance all their graduate work at once. As a result the pupil usually suffers. Although the A.M. or Ph.D. degrees do not guarantee better teaching, administrators insist on advanced degrees. Thus faculty members must utilize their summer vacations to do advanced work, a process which often stifles the genuine growth of the teacher. It is nevertheless true that he could not gain the "freedom" achieved with the advanced degree if he had no time in which to return to graduate school.

Finally, many teachers feel the urge to take refresher courses or gain insight into unfamiliar regions of learning; others use the summers to travel and write. And not to be underestimated are the millions of hours of uninterrupted research which advance all frontiers of knowledge. Our civilization would suffer a kind of intellectual bankruptcy, if faculty members throughout the land were not allowed these moments of "grace" in which to discipline their minds or let their imaginations soar.

In short, then, we recognize the importance of using good methods in our educational systems. We even admit that acceleration is imperative during periods of individual crisis or national emergency. Often the teacher himself may acquire new understanding by instructing in a different geographical area during his vacation. For the most part, however, educators must withstand inordinate pressures to measure efficiency by the haste in which diplomas and degrees are obtained. If school and society are to understand one another fully or become better integrated, we may well point to the value of the vacation in the total process of maturation. In an atom-haunted age we cannot reverse the flow of history, but perhaps we should underscore the wisdom of permitting youth to mature slowly into citizenship.

Books . . .

A GREAT ENGLISH EDUCATOR

I. L. KANDEL

Achievement in Education: The Work of Michael Ernest Sadler, 1885–1935. L. GRIER. London: Constable and Company, Ltd., 1952. xxvi + 267 pp. 30.

THE subject of this excellent biography is not unknown to American students of education, for in the first quarter of the present century the name of Michael E. Sadler was better known in the United States than that of any other contemporary British educator. Sadler had already established his reputation at the beginning of the century through the Special Reports on Education Subjects which were prepared under his direction as head of the Office of Special Inquiries and Reports in the Education Department and then the Board of Education from 1897 to 1903. American students of education found in these reports, some of which were written by Sadler himself, a new pattern of educational literature, as well as a new approach to the subject of their special interest. The major achievement of these reports, which dealt with educational systems throughout the world, was that they demonstrated that educational writing need not be "stuffy" and proved that the study of education in its historical and comparative setting could be as scholarly as the study of any of the other humanistic subjects.

It was to the field of comparative education, however, that Sadler's reports made their chief contribution as examples of the principle stated by him in a lecture delivered in 1900 that "A national system of education is a living thing, the outcome of forgotten struggles and difficulties and 'of battles long ago.' It has in it some of the secret writings of national life." Not only the Special Reports but all of Sadler's later writings were inspired by this principle which sought to look for meanings beneath the surface aspects of education and through which the study of comparative education could be made effective in developing a philosophy of education rather than mere descriptions of the externals of educational systems. The Special Reports by 1900 had established Sadler's reputation in educational circles everywhere. An unfortunate situation created by the obstacles placed in his way by the first Permanent Secretary of the Board of Education, whose career he had made possible, compelled Sadler to resign from the Office of Special Inquiries, greatly to the advantage of education in England and elsewhere.

From 1903 until his retirement Sadler was able to exercise an influence on many aspects of education at home and abroad. Before he became director of

the Office of Special Inquiries he had for several years taken an active part in promoting university extension. In 1903 he accepted a part-time professorship in the history and administration of education in the University of Manchester, an appointment that enabled him to conduct surveys of education in nine local areas. The surveys between 1903 and 1906 antedated the use of surveys in this country, and the recommendations made by Sadler, if they had been generally adopted, would have prevented the emergence of the problems of postprimary organization with which English education is now beset. The problems of secondary education were not new to Sadler who had been a member of the Bryce Commission on Secondary Education in 1894.

An opportunity for service in another branch of education came to Sadler in 1911 when he accepted the appointment of vice-chancellor of the University of Leeds, one of the provincial universities. Here he set himself two tasks—the advancement of the academic side and the improvement of the civic relations of the university—and both tasks he combined with his own sense for the beautiful. These three aims he also made his goals when in 1923 he became Master of University College, Oxford. His service to Leeds University was interrupted by an absence of nearly 18 months when he served as chairman of the Calcutta University Commission. The commission's report in five volumes was an educational masterpiece, valuable not only for India but for educational reconstruction everywhere. Like the artist whom he portrayed in one of his lectures, Sadler was a prophet of the future.

Sadler retired from the mastership of University College in 1934, but it is significant of the man that his interest in advancing the cause of education did not stop with his retirement from active service. He had always had a sympathetic interest in and understanding of American education. In 1930 he delivered the Sachs Lecture at Teachers College, Columbia University, on "The Outlook in Secondary Education." When in 1931 the Carnegie Corporation of New York made possible an international study of examinations under the general direction of the late Paul Monroe, then director of the International Institute of Teachers College, Columbia University, Sadler became chairman of the committee that was to conduct the study in England under the direction of the late Sir Philip Hartog. Sadler showed an active interest in the work not only of the English but of the other national committees, and those who heard him speak at the periodic international meetings realized that his interest was more than academic. If England now has a National Foundation for Educational Research, it owes its creation to the work of Hartog and Sadler.

The personal biography of Sadler was written and published several years ago by his son, Michael Sadleir. The present volume deals with Sadler's interest and activities in education, but although limited to this extent it succeeds in giving a picture of the man as many who had the privilege of knowing him will always remember. Miss Grier has been able to combine in this volume an account of Sadler's achievements in education with the theory of education that inspired them. In this way readers can also acquire a knowledge and an understanding of the course of education in England during the years covered by Miss Grier. It is to be hoped that some American publisher interested in the scholarship of education will make this book more accessible to readers in this country. They will find in this work a model of an educational biography both in form and in style, which brings back vividly a picture of Sadler and his work.

Reports . . .

AN INDUSTRY-PUBLIC-SCHOOL EXCHANGE PROGRAM AND EFFECTIVE ECONOMIC EDUCATION

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Superintendent of Schools, Bound Brook, N. J.

IN the summer of 1952, the public schools of Bound Brook (N. J.) and the local Bakelite Company initiated in industry-public-school exchange program designed to give a representative cross section of teachers an intimate understanding of how a large business operates.

In its narrowest sense this project served two groups. On the one hand, it gave an industry a prolonged opportunity "to show a group of school people what it takes to make a dollar in the American free enterprise system," and to acquaint these teachers with the kinds of people required in the industrial world. On the other hand, it gave teachers a chance to learn (with pay) the concrete meanings of many economic concepts that are typically taught as abstractions.

In its broadest sense this industry-school-exchange program had many more far-reaching goals and results. It provided, in a typical American business, an opportunity for teachers to understand a great

many facets of the economy of our time. It threw additional light on the real and full meaning of our way of life. It involved school and business leaders in planning for first-hand experiences for teachers in a business—experiences that were genuine and comprehensive. It gave an opportunity for industrial leaders and employees to find out by working with them what today's teachers are like, both as human beings and as a professional group.

When these teachers returned to their school system, they not only passed their new knowledge on to their co-workers, but were also better prepared to deal with economic questions in the fields of their major efforts. Economic education was thus stimulated as a part of the total curriculum—in English, in science, in mathematics, in social studies, and in business subjects. These teachers had an experience that did far more than define abstract terms. Their experiences gave these terms meaning by showing how they were interrelated among themselves as well as how they were related to a business that operates in a larger setting of political, social, ethical, and moral factors.

The development of the program that led to these accomplishments ran over several months. Teachers, school administrators, industrial leaders, and others pooled their thinking to develop a schedule of activities that it was felt would be worth while for all concerned. It was agreed that far more than a walk through a plant is needed if one is to acquire much insight about it as an economic unit. Even the eight weeks finally decided upon were felt to be shorter than needed to provide adequate first-hand industrial experience and general knowledge of a very complex business.

For this eight-week period, the teachers were paid a regular salary by the Bakelite Company that was in keeping with the rules and regulations of the Wage Stabilization Board. Teachers were, therefore, temporary employees of the company from June 30 to August 22, 1952. Their hours and conditions of employment were the same as those of any other employee and even included the routine pre-employment medical examination.

So far as possible, the eight weeks were divided up into days actually spent working on representative jobs in various departments. Every week, and sometimes oftener, time was set aside for discussion-group meetings with the best qualified plant personnel in order that both the teachers and the industrial representatives might share their experiences and clarify their implications.

In both experiences and discussions, the specific goals kept in the foreground were as follows:

1. To acquaint the participating teachers with as many industrial operations as possible within a limited time.

2. To increase awareness of the all-important human-relations aspects of industry.

3. To demonstrate that industrial operations rest on the dependence of one department upon another department.

4. To point out the co-operation that is necessary to keep an even flow of work from raw material to a finished product.

5. To show that industry is constantly on the look out for people who are alert and willing to learn.

6. To provide factual knowledge of business economics that directly or indirectly affect the living standards of a community.

7. To acquaint teachers with the general organization and the operation of a corporation: (a) by showing the importance of extensive research and development activities as actually carried on and (b) by showing the relationships among stockholders, management, employees, and customers.

During the eight-week period, the following schedule was followed:

One day on introduction and plant tour.

One day on a visit to the New York office of the Union Carbide and Carbon Corporation of which the Bakelite Company is a division.

Nine days in the industrial-relations department. Here, in addition to becoming generally acquainted with company policies and the personnel department, the teachers worked with the company employees who dealt with employment and with employee records. Their experiences involved first-hand participation in recruitment, interviewing, testing, placement, induction of new employees, transfers, exit interviews, and appraisal of employees. They also worked along with those who dealt with personnel records, vacations and attendance, wage administration, group insurance, hospitalization and medical plans, the savings plan, and statistical studies. They worked, too, with the safety director and with the individuals in charge of the training and supervision of personnel.

Five days were spent in various control units. In these phases of work teachers became acquainted with the methods used to assure quality in production, with testing techniques, and with skills needed for these tasks.

Five days in the molding and coloring of materials. Here, with other employees, teachers worked with molding apparatus, coloring materials, and on machines doing compounding, mixing, kneading, blending, and rolling operations.

Ten days in the manufacturing office. Teachers here had experiences in clerical work, stores and cost accounting, invoice auditing, statistical work, payroll operations, tabulating, handling orders, and the storing and shipping of materials.

Ten days in the production of materials. Here, with other regular employees, teachers worked with the heavy production machinery and equipment that turns out the Bakelite Company's various products.

Midway in this eight-week project and at its close attempts were made to evaluate the results of this pro-

gram. In both of these evaluations it was agreed that the long-term effects of such a program on an industry, on a school system, on teachers, and on pupils could only be ascertained with the passage of time. No small part of the long-time effects will be determined by what changes teachers make in what they do as teachers. In all probability, some of the changes will occur only as curricula and courses of study are adapted to more modern challenges. Both long-time changes and immediate changes have no doubt been given increased impetus by the changed attitudes and new concepts that teachers acquired.

The more important of the stimuli for such changes were as follows:

1. Teachers saw fresh evidence that education is a continuous phenomenon. They observed how a company in its training program carries on many of the same functions exercised by the public schools.

2. They saw that motivation of workers was more than a pay-envelope affair when they learned the emphasis placed on workers knowing their jobs, why they did them, and why they were important.

3. They saw that the basic learnings in mathematics, science, communication, social studies, and business subjects had very positive articulation with the skills and techniques used by employees.

4. They learned how important it was for every citizen, employee, or employer to have precise concepts and understandings of basic economic facts.

5. They saw how important it was, even for the single employee in a large business, to be willing to accept individual responsibility.

6. They saw how intricate and how essential are the arts and mechanics of communication between all levels and divisions of a large organization.

7. They saw the need for the closest kind of articulation between the guidance and placement services of schools and the personnel offices of business organizations.

8. They gained specific ideas about how to clarify, simplify, and make precise and personal the understandings of economic principles and forces usually only discussed or read about in social-studies classes.

9. They saw the ways in which safety and first-aid teachings in schools should be articulated with those of similar programs of groups in which pupils will find themselves after leaving school.

10. They got the feeling that changes in curriculum and in courses of study were sorely needed if school offerings in science, mathematics, and business education were to be made as realistic and useful as they should be.

11. They learned the educational, physical, and aptitude requirements of jobs typically open to high-school graduates and how employees are chosen for and advanced in these jobs.

12. They saw modern office, laboratory, and industrial equipment in daily use and learned how wide the gap is between the kinds of such equipment that was available and that was needed for realistic school experiences.

13. They observed the crucial importance for everyday occupational life of people growing up to be friendly, tolerant, co-operative individuals.

14. They saw visual aids more widely and more effectively used than is typically the case in most public-school systems.

15. They came to believe that industry places a higher value on the importance of supervision than do schools because they assign more time, more effort, more money, and more people to supervision than do schools.

16. They saw not only that it was important for people who go into industry to have competence in the things that schools usually teach, but also how necessary it was for young people to learn desirable attitudes of aggressiveness, open-mindedness, and sincere interest.

17. They all acquired knowledge of a vast resource of people, visual aids, and 1,100 pages of informational materials that can be and have been brought into the schools this year to vitalize the regular school program.

It should be recognized that this is but the first year of this program. All teachers felt the need to spend more time in certain areas closely allied with their interest or teaching field. This program was deliberately developed to broaden teachers' insights rather than to encourage specialization. Such a next step of specialized experiences undoubtedly has merit, especially for teachers of science and of business subjects.

Certainly this program has had great value for our schools. It has not been without value to the Bakelite Company. In this eight-week period the teachers became acquainted with many aspects of the company's operation. They learned the importance of this company to the local community and to its parent corporation. They experienced the decisions and procedures of the company that were intended to make for good public relations both within the plant and in the local and national community.

To the local school superintendent in this project, it seems that these generalizations can be made about the over-all values in this type of school-industry exchange:

1. It should be recognized that the bringing together of schools and industry must be a continuous, long-range program. Both of these phases of our society, as is true of society in general, are undergoing constant changes. Unless a continuity of working together is realized, the gap in common understandings will become greater year by year.

2. Industry learned that school teachers are real people, fine people, and the kind of individuals to whom children and the future of America can be trusted.

3. Teachers learned what it means to produce a dollar's worth of wealth and what attitudes are needed if young people are to enter industry to achieve success for themselves and be the kind of employees that industry and the nation needs.

4. This industry built up a strong measure of good will, not only among these teachers, but among other

teachers, pupils, and citizens with whom these teachers with this directed work experience will come in contact.

5. Teachers returned to their jobs with new vision about what education can and must accomplish if the free-enterprise system is to work as it should for the benefit of all segments of society.

6. Both the teachers and the men and women who worked beside them at all sorts of tasks developed a new mutual respect for one another.

7. Each group also became convinced that the struggle for better technology and better human understandings is a spiral of new insights, new practices, and inventions still undreamed of that will at all times require co-operation, open-mindedness, sincere interest, and an eagerness to try new things.

THE JUNIOR YEAR ABROAD

JOHN F. EBELKE
Wayne University, Detroit 1

AMERICAN universities in the past have often been reluctant to permit their undergraduate students to study abroad individually, for there is a strong feeling that the student will derive fuller benefits from foreign study after he has obtained his degree. Almost all grants for such study as, for instance, the Department of State awards, are accordingly made to graduate students only.

The "Junior Year Abroad" programs, however, have been an outstanding exception, since they provide the necessary supervision, from the American university's point of view, for the undergraduate. Under these programs students receive full academic credit for work done while they are members of an approved group. In contrast to the comparatively fleeting impressions derived from the many short-term European summer seminars and study and work groups, qualified students in the Junior Year enjoy a full academic year abroad. They live in the homes of their foreign hosts and study at a major university as part of the regular student body. This proves to be an experience which can exert tremendous influence on the student's development and attitudes.

In 1923 the University of Delaware started the "Junior Year Abroad" with a group of nine students who had just completed their sophomore year. The program was an immediate success. In order to satisfy students from other universities who wished to participate, the Institute of International Education formed a committee to co-operate in the administration of the program in France and also helped form a similar committee for an independent group in Germany.

The "Junior Year in Munich" was operated for a number of years prior to the World War II under the supervision of a group of American educators who formed its "council." After the war Edmund E. Miller, director of the Munich program, was the moving force in the organization of the American Council on College Study in Switzerland which sponsored both the "Junior Year in Zurich" (1946–1951) and the "Junior Year in Basel" (1948–1950), making the facilities of these universities available to qualified American juniors for a year of supervised study. The Swiss program suspended operations in July, 1951.

In December, 1952, the re-opening of the Junior Year in Munich under the sponsorship of the College of Liberal Arts of Wayne University was announced for 1953–54. Junior-year students from accredited institutions of higher learning in the United States are eligible to apply for membership in the group. The academic program is under the supervision of Wayne University; a national council of leading educators serves as an advisory body with respect to the organization, content, and conduct of the program.

Similar Junior Year Abroad programs are currently operating in Paris, Geneva, and Florence. Such institutions as Sweet Briar, Smith, and Rosary sponsor them. There are many variations in the organization, size, and fees of these groups, but their basic purpose is the same: to provide a supervised foreign-study program for qualified American undergraduates at outstanding European cultural centers.

Events . . .

EDUCATION: REPUBLICAN OR DEMOCRAT?

EARL J. MCGRATH is to be congratulated on his courageous action in resigning his position as United States Commissioner of Education. His resignation not only directs attention to the proposal to reduce the appropriations to the U. S. Office of Education by nearly 10 per cent, but should help those who are genuinely concerned with such matters to understand why this country will not succeed in building up a strong and efficient body of able civil servants. The attempt to get rid of the director of the Bureau of Standards only helps to reinforce this situation.

There is, however, another aspect in the incident of Dr. McGrath's resignation. For decades efforts have been made to take education out of politics and the effort has been crowned with a certain amount of success until the recent scourge of attacks on the public schools of the nation. Although it is known that the sword always hangs over the head of the U. S.

Commissioner of Education, the record of Dr. McGrath in the relatively few years that he has been in office aroused a certain expectation that at last the position that he held would become exempt from the spoils system. The names of those mentioned as the possible choice to assure the leadership of the U. S. Office of Education do not inspire confidence in their leadership on the basis of any reputation that they may have achieved.

The economy wave which has led to Dr. McGrath's resignation has also produced great unrest among the members of his staff, which may have as its consequence that government offices will be filled not by experts in their respective fields but by office seekers. Education and politics do not mix as this country has discovered at the state and local levels; in a democracy education is not Democrat or Republican for it is the concern of all people of the nation. It does not augur well for any plans to create a stronger department of education at the national level and to extend the needed Federal aid policy unless the lesson learned by so many states and municipalities is applied in the organization of Federal government.—I. L. K.

THE STATUS OF THE NATION'S RURAL TEACHERS

ACCORDING to the research division of the National Education Association, the teachers who preside in the classrooms of the open country and villages, where four out of 10 of the American children go to school are neither "old-timers" nor "green hands fresh from the training institutions." The typical teacher in a rural elementary school is 42 years of age. The rural high-school teacher is eight years younger, reports this study, which includes alike the isolated one-room country school and the larger "consolidated" institutions that are gradually taking the place of the "little red schoolhouse" in the United States.

The salary of the country schoolteacher has tripled in the past 15 years to an average of 2,484, the equivalent of $1,335 in 1936–37, since the last NEA study of this kind more than a decade ago. One of the great problems rural school boards face is caused by the fact that teachers in nearby cities are paid more money than the rural teachers receive. In some of these cities the average salary is as high as $2,000 more for a year's work than the teacher's colleague receives in the adjoining rural territory.

Along with somewhat better economic status have come better prepared teachers. Fifteen years ago only two thirds of the teachers in one-teacher rural schools had at least two years of college training; 10 per cent were college graduates. Now, more than three fourths have attended college two years; one fourth have finished a college course. The percentage of teachers in such schools who hold degrees has, therefore, more than doubled since the last study was made.

The great majority of rural teachers included in the NEA study were married, outnumbering the single teachers three to one. Of the women in elementary school, only one fourth were single. Fifteen years ago only one fourth of all rural teachers employed in one-teacher schools were married. Now only one fourth of the number are single. Thus, in the period of time since the last study, the marital situation has completely reversed itself.

TEACHERS COLLEGE, COLUMBIA UNIVERSITY, RECEIVES AN ADDITIONAL GRANT FOR THE CITIZENSHIP PROJECT

THE Carnegie Corporation has granted $700,000 to the Citizenship Education Project of Teachers College, Columbia University, to continue the project for three years, starting next July 1. Since the founding of the project in 1949, it has received a total of $2,367,550 from the corporation.

The purpose of the project is to improve and strengthen the teaching of American citizenship in the public schools. Its main service is in making available a set of good citizenship practices which enable students to use their schools and communities as "laboratories" to learn the principles of freedom and the duties of citizenship.

In its first year of work, eight public schools in the metropolitan New York area were experimentally associated with the project. Today, William F. Russell, president of the college, reports 970 junior and senior high schools in 530 cities and towns in 37 states are using the project's methods and materials to teach citizenship. These figures include 55,000 students and 1,850 teachers.

Among the large city-school systems affiliated with the project are: St. Louis, Pittsburgh, Chicago, Baltimore, New York, Milwaukee (Wisc.), Oklahoma City, Portland (Ore.), Denver, Dallas, Indianapolis (Ind.), and Chattanooga (Tenn.). The use of the project's materials was recently shown to teachers and administrators in Hawaii.

The project, a service and not a research agency, is providing schools with improved teaching methods and a wider variety of instructional materials. Citizenship education stimulated by the project includes the co-operation of teachers, pupils, school administrators, and the general public in planning and carrying out new local programs.

THE LOCKHEED AIRCRAFT CORPORATION'S LEADERSHIP SCHOLARSHIPS

FIFTEEN colleges and universities, 10 of them specializing in science and engineering, have been selected to participate in the newly established Lockheed Leadership Fund, an education plan to help expand America's industrial horizons. Some of the country's outstanding educational institutions have joined with Lockheed Aircraft Corporation in an annual program to provide 20 four-year scholarships to some of America's most deserving high-school leaders, according to Cyril Chappellet, vice-president of the corporation.

Each of the 15 schools will annually administer one new leader-scholarship. Seniors in public, private, or parochial high schools are eligible in a nation-wide competition. Five more annual awards will be reserved for sons and daughters of Lockheed employees.

Science and engineering scholarships will be offered at: California Institute of Technology (Pasadena), Carnegie Institute of Technology (Pittsburgh 13), Cornell University, Georgia Institute of Technology (Atlanta), Massachusetts Institute of Technology, North Carolina State College of Agriculture and Engineering (Raleigh), Purdue University (Lafayette, Ind.), Rensselaer Polytechnic Institute (Troy, N. Y.), Stanford (Calif.) University, and the University of Michigan.

Scholarships in nonengineering courses applicable to the aircraft industry, such as business administration, industrial relations, and cost accounting, will be available at: Emory University (Ga.), Harvard University, Northwestern University (Evanston, Ill.), Pomona College (Claremont, Calif.), and the University of Southern California (Los Angeles 7).

The leader-scholarships are to be renewable if winners meet leadership, character, and academic standards. They will provide full tuition plus $500 annually for school expenses. In addition, the selected schools will receive $500 annually for each scholarship. Applications are obtainable from the director of admissions of each school. First awards will be for September, 1953, terms.

Winners of employee-family scholarships, three offered through Lockheed's subsidiaries and its California division and two through its Georgia division, will be permitted to attend any accredited school.

Notes and News . . .

Appointments, Elections, Resignations, Retirements

Carl Tolman, dean, Graduate School of Arts and Sciences, Washington University (Saint Louis 5), has been appointed acting vice-chancellor and dean of faculties, effective June 10, to succeed Leslie J. Buchan, whose assumption of duties in October as professor of business, School of Business and Public Administration, was reported in SCHOOL AND SOCIETY, May 2, 1953.

Mary Woods Bennett, professor of psychology, Mills College (Oakland 13, Calif.), has been appointed dean of the faculty to succeed Mary Crowell Burch, who is retiring in June after 25 years of service to the college.

John Walton, whose visiting professorship was reported in SCHOOL AND SOCIETY, June 24, 1950, has been appointed dean, Conservatory and School of Fine Arts, Wesleyan College (Macon, Ga.).

Norman B. Nelson, whose appointment as assistant dean, School of Medicine, University of California (Los Angeles), was noted in these columns, January 10, 1948, has been named dean, College of Medicine, State University of Iowa, effective in July.

John T. Fey, former attorney to the Allegany County (Md.) Commissioners, has been named acting dean, Law School, George Washington University (Washington, D. C.), to succeed Oswald S. Colclough, whose appointment as dean of faculties was reported in these columns, March 7, 1953.

Paul M. Van Arsdell, vice-chairman, department of economics, and Dorothy Litherland, assistant professor of accountancy—both of the College of Commerce and Business Administration, University of Illinois—have been appointed respectively associate dean and assistant dean, effective July 1.

Walter A. Zaugg, whose appointment as chairman, department of education, Bowling Green (Ohio) State University, was reported in these columns, April 3, 1948, has been named director of alumni affairs, effective September 1, when John E. Gee, professor of education, will assume the duties of chairman of the department.

Ellis H. Champlin, whose appointment as director, Division of Health, Physical Education, and Recreation, New York State Education Department, was noted in SCHOOL AND SOCIETY, September 27, 1947, has been named director of physical education, Springfield (Mass.) College, effective September 1. Mr. Champlin succeeds Arthur A. Esslinger, who is accepting a similar post at the University of Oregon.

Hamilton College (Clinton, N. Y.) has announced the following advancements to full professorships: Brewster Huntington Gere (mathematics), who has

also been named to the Samuel F. Pratt Chair in Mathematics, James Franklin Hunt (public speaking and education), and Philip Virgilius Rogers (biology). Promotions to associate and assistant professorships included respectively: Walter Pilkington, whose appointment as librarian was reported in SCHOOL AND SOCIETY, April 5, 1952; and Maurice Loren Bullock, whose appointment as instructor in physics was noted in these columns, October 20, 1951.

Lynn L. Merrill, whose assumption of duties as director of graduate studies, Clarkson College of Technology (Potsdam, N. Y.), was reported in these columns, December 4, 1948, has been appointed professor of mathematics and head of the department, Stevens Institute of Technology (Hoboken, N. J.)

Recent appointments in the University of Michigan included: Frank O. Copley, acting chairman, department of classical studies (first semester, 1953–54), to replace James E. Dunlap (on sabbatical leave); Harold E. Wethey, acting chairman, department of fine arts (academic year 1953–54), to replace George H. Forsyth, Jr. (on sabbatical leave); David M. Dennison, acting chairman, department of physics, during the absence of Ernest F. Barker (May 1–fall semester, 1953); Waldo Earle Sweet, associate professor of Latin, College of Literature, Science, and the Arts, and also associate professor of the teaching of Latin, School of Education; Rune Evaldson, associate professor of mechanical and industrial engineering; Elman Rogers Service, assistant professor of anthropology; Leonard R. Sayles, assistant professor of industrial relations, School of Business Administration; Miriam Lenore Keller, assistant professor of nursing; Bennett Milton Rich, visiting associate professor of political science and visiting research associate, Institute of Public Administration; and Hubert Odell Waldby, visiting assistant professor of political science.

The following promotions are reported by Harvard University, effective July 1: Ernst Mayr to be Alexander Agassiz Professor of Zoology, Museum of Comparative Zoology; to associate professorships, Andrew M. Gleason (mathematics), I. Bernard Cohen (general education and history of science), Richard Nelson Frye (Middle Eastern languages), Daniel Henry Holmes Ingals (Sanskrit and Indian studies), and Horace Gray Lunt, II (Slavic languages and literatures).

William W. Brickman, book reviewer for SCHOOL AND SOCIETY and associate professor of education, New York University, whose appointment as chairman, department of history of education, was reported in these columns, November 1, 1952, has been named visiting professor of education, University of California (Los Angeles). Dr. Brickman's courses at New York University during the summer session will be given by Frank C. Wegener, associate professor of the history and philosophy of education, University of Texas, and Willis Rudy, associate professor of history, State Teachers College (Worcester 2, Mass.).

Maurice F. Baker, instructor, University of Kansas, has been appointed assistant professor of biology, Southwestern College (Winfield, Kans.).

Coming Events

Colgate University (Hamilton, N. Y.) is presenting the fifth annual Conference on American Foreign Policy, July 11–16. Among the representatives of 23 nations will be: Ali Sastroamidjojo (Indonesia), L. K. Munro (New Zealand), and José R. Chiriboga (Ecuador).

New York State Adult Education leaders will hold their annual conference, May 17–20, at the Hotel Statler, New York. Principal speakers will include: Paul Essert, Institute of Adult Education, Teachers College, Columbia University; John R. Kidd, director of Adult Education (Canada); Robert Blakely, Ford Fund for Adult Education; Paul Durrie, president, National Adult Education Association; and R. J. Pulling, chief, Bureau of Adult Education, New York State Education Department.

Recent Deaths

John Ingles Phinney, former associate professor of chemistry and physics, Harvard University, died, April 20, at the age of eighty-four years. Mr. Phinney had served as Silliman Fellow (1892–94), Yale University; head of the department of physics and chemistry (1895–97), Brockton High School, Plymouth (Mass.); teacher (1897–1915), Cambridge (Mass.) Latin School; teacher (1915–25), Browne and Nichols School (Cambridge, Mass.); associate professor (1917–22), Harvard University; and head of the department of science (1925–47), New Preparatory School (Cambridge, Mass.).

John Ferguson Cunningham, dean emeritus, College of Agriculture, Ohio State University (Columbus), died, April 28, at the age of seventy-six years. Mr. Cunningham had served the university as dean (1932–47).

The Reverend Charles Alfred Stanley, former Congregational missionary educator in China, died, April 29, at the age of seventy-four years. Dr. Stanley had served on the faculty, starting and heading the department of rural education, and as dean of the School of Theology, Cheloo University (China); dean

(1941–43), College of Chinese Studies (Calif.); member of the faculty (1943–46), Pacific School of Religion (Berkeley, Calif.); and director (1945–48), Chinese Division and Far Eastern and Russian Language School, the University of California.

Davis Allen Sperry, assistant professor of English, Washburn University (Topeka, Kans.), died, May 1, at the age of thirty-five years. Dr. Sperry, who had served the university since 1947, had also served as assistant professor of English at the University of Illinois.

Frank Mitchell Leavitt, former associate superintendent of schools, Pittsburgh, died, May 1, at the age of eighty-seven years. Mr. Leavitt had served as assistant instructor in carpentry (1887–88) and instructor in machine shop and mathematical drawing (1888–89), Massachusetts Institute of Technology; principal (1889–90), Eliot School (Jamaica Plain, Mass.); instructor in manual training (1890–92), principal (1892–1906), and director of drawing and manual training (1906–10), Boston University; associate professor of industrial education (1910–18), University of Chicago; and associate superintendent of schools (1918–36), Pittsburgh.

Mervyn Ross Taylor, former university professor and industrial physician, died, May 1, at the age of seventy-five years. Dr. Taylor had served as assistant professor, School of Medicine, the University of Pennsylvania, and professor, School of Medicine, Temple University (Philadelphia).

RECENT *Publications*

BALLOU, RICHARD B. *Education and Unesco: A Dilemma.* Pp. 12. School of Education, The University of Pennsylvania. 1953.
Reprinted from *Educational Outlook,* Vol. XXVI, No. 4. May, 1952.

BARKER, ROGER G. "Adjustment to Physical Handicap and Illness: A Survey of the Social Psychology of Physique and Disability." *Bulletin No. 55.* Pp. xvi + 440. Social Science Research Council, 230 Park Avenue, New York 17. 1953. $2.00.
A revised edition, written in collaboration with Beatrice A. Wright, Lee Meyerson, and Mollie R. Gonick.

BEHRMAN, DANIEL. *They Can't Afford to Wait: A Story of Unesco Technical Assistance in South-East Asia.* Pp. 33. Illustrated. Unesco, 19 Avenue Kléber, Paris 16e. 1952. 25 cents.
Produced by the Department of Mass Communication of Unesco.

BRISTOL, L. M. *Three Focal Points in the Development of Florida's State System of Higher Education.* Pp. iii + 70 + 65. Campus Shop and Bookstore, University of Florida, Gainesville, Fla. 1953.
A revised monograph, well documented and should prove to be an invaluable reference source.

"Bulletin on Current Literature." *No. 4.* Vol. XIV. Pp. 27. The National Society for Crippled Children and Adults, 11 La Salle Street, Chicago 3. 1953.
The monthly bibliography for workers with the handicapped.

BUTTS, R. FREEMAN, AND LAWRENCE A. CREMIN. *A History of Education in American Culture.* Pp. xi + 628. Henry Holt and Company, New York 17. 1953. $5.75.
Education has become a paramount matter of public interest that ranges in scope from the private discussions between parent and teacher in a local school to the widely publicized debates in the legislative halls and public forums of the state and the nation.

FRANK, LAWRENCE, *et al.* "Personality Development in Adolescent Girls." *Monograph Serial No. 53.* Vol. XVI. Pp. 316. Child Development Publications of the Society for Research in Child Development, School of Medicine, Louisiana State University, New Orleans, La. 1953.
This is an attempt to reveal something of the private or inner world of these girls, how they feel and think about themselves and their ways of living, and what they believe and expect.

"Guide for Health Counselors." *Curriculum Bulletin No. 3.* Pp. xiii + 105. Illustrated. Board of Education of the City of New York, 110 Livingston Street, Brooklyn 1. 1953.
Prepared primarily with the upper grades of the secondary schools in mind, the guide is useful at other stages of the school program as well.

HAMMOND, R. J. (Compiled by). "Suggestions for Citizenship Education." *Bulletin No. 1.* Pp. 56. Bureau of Educational Research and Service, College of Education, University of Wyoming, Laramie. 1953. $1.00.
This is the product of a search for better ways to teach citizenship, published for the Wyoming School Study Council.

KARPF, FAY B. *The Psychology and Psychotherapy of Otto Rank.* Pp. ix + 129. Philosophical Library, New York 16. 1953. $3.00.
Presenting a timely and authoritative formulation of the distinctive views of one of the most significant figures in the psychoanalytic and psychotherapeutic movements.

KLUBERTANZ, GEORGE P., S.J. *The Philosophy of Human Nature.* Pp. xiii + 444. Appleton-Century-Crofts, Inc., New York 1. 1953. $3.50.
The author hopes that this text will serve as an effective medium by which the student can make his own some of the insights of St. Thomas Aquinas and so attain a philosophic understanding of human nature in himself and others.

"Libya Lays Foundations for the Future." *UN Pamphlet No. 6.* Pp. 8. Columbia University Press, New York 27. 1953.
An account of the United Nations technical assistance program operating and projected for the United Kingdom of Libya. A reprint from the UN bulletin No. 5, Vol. XIV, March 1, 1953.

McWILLIAMS, RICHEBOURG GAILLARD (Editor and Translator). *Fleur de Lys and Calumet: Being the Pénicaut Narrative of French Adventure in Louisiana.* Pp. xxviii + 282. Illustrated. Louisiana State University Press, Baton Rouge, La. 1953. $4.00.
André Pénicaut, ship's carpenter turned chronicler, painted a true picture of Indian customs and of pioneer life in the years 1698 to 1720.

MYERS, GEORGE E., GLADYS M. LITTLE, AND SARAH A. ROBINSON. *Planning Your Future.* Pp.

x + 526. Illustrated. McGraw-Hill Book Company, New York 36. 1953. $3.60.
Fourth edition in which the text has been completely revised, re-organized, and reset, and much new material has been added.

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PADOVER, SAUL K. *The Complete Madison: His Basic Writings.* Pp. ix + 361. Harper & Brothers, New York 16. 1953. $4.00.
This is the first book to embody the comprehensive political and social thought of the statesman who was one of the chief architects of American democracy.

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"Proceedings and Recommendations." Unesco International Bureau of Education *Publication No. 143.* Pp. 139. International Bureau of Education, Geneva, Switzerland. 1952. Sw. francs 5.
XVth Conference on Public Education convened by Unesco and the I.B.E. in July, 1952.

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Proceedings of the 38th Annual Meeting of the Association of Urban Universities at Detroit, Michigan, October 27, 1952.
Copies of this may be obtained from Mrs. Doris Lusk, Wayne University, Detroit 1, Mich.

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ROWE, FRED W. *The History of Education in Newfoundland.* Pp. x + 147. The Ryerson Press, Toronto 2, Canada. 1952. $3.75.
In this history the author brings to life again the little known and almost unbelievably difficult background which forms the matrix from which evolved Newfoundland's educational system, which perhaps is unique in the modern world.

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"Sharing Skills: Stories of Technical Assistance." *Pamphlet No. 1–2.* Pp. 49. Illustrated. Columbia University Press, New York 27. 1953. 35 cents.
Published by the United Nations Department of Public Information.

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TRAVERS, ROBERT M. W., *et al.* "Exploratory Studies in Teacher Personality." *Publication No. 14.* Pp. 56. Office of Research and Evaluation, Division of Teacher Education, College of the City of New York (N. Y. 3). 1953.
Several years ago, the office of research began exploring the widely discussed problem of how to select teachers who manifest desirable personality characteristics in the classroom. These studies are represented in this report.

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TRAXLER, ARTHUR E. (Editor). *Modern Educational Problems. Report* of the 17th Educational Conference, New York City, October 30–31, 1952, held under the Auspices of the Educational Records Bureau and the American Council on Education. Pp. viii + 147. American Council on Education, 1785 Massachusetts Avenue, NW, Washington 6, D. C. 1953. $1.50.

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TRAXLER, ARTHUR E., AND AGATHA TOWNSEND (Editors). *Improving Transition from School to College: How Can School and College Best Co-operate?* Pp. xvii + 165. Harper & Brothers, New York 16. 1953. $2.75.
This unique study was prompted by widespread recognition among both secondary school leaders and college admission officers of the inflexibility of college entrance requirements.

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"Uniform Crime Reports for the United States and Its Possessions." Department of Justice, FBI, *Bulletin No. 2.* Vol. XXIII. Pp. 71–123. Government Printing Office, Washington 25, D. C. 1953.

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VAN RIPER, CARL. *A Case Book in Speech Therapy.* Pp. 141. Prentice-Hall, Inc., New York 11. 1953. $2.75.
The case method has been used with success in many fields in which the student is trained to solve human problems. All tests in speech therapy cite illustrative cases.

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WILCOX, NANCY JEAN. *Educational Travel Courses for Teachers.* Pp. ix + 40. F. A. Owen Publishing Company, Dansville, New York. 1953. 25 cents.
Part of a Cornell University doctoral thesis, the full title of which was "A Survey of Educational Travel Courses Offered from 1946–1951 in Which Elementary and Secondary School Teachers Could Participate."

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WOODWARD, HELEN BEAL. "Washing Our Water: Your Job and Mine." Public Affairs *Pamphlet No. 193.* Pp. 28. Illustrated. Public Affairs Committee, 22 East 38th Street, New York 16. 1953. 25 cents; quantity rates.
Our scientists and engineers have effective methods to eliminate contamination, but the fact remains that pollution has not been conquered completely yet.

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YOAKAM, GERALD A. (Editor). *Report* of the Eighth Annual Conference on Reading: The Content, Selection, and Use of Children's Literature, University of Pittsburgh, July 14–25, 1952. Pp. 189. University of Pittsburgh Press, Pittsburgh 13. 1953.

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